

# KS1 & 2 Curriculum Mapping 2014-15 – identifying science & foundation subject objectives

Year Group: 6

Term:            1        2        3        4        5        6

Thematic Unit Name: South America

## NC STATUTORY SUBJECT Programmes of Study (POS):

### ENGLISH – fiction

Apply features of suspense narrative in film-making

### ENGLISH-Non-Fiction

#### Factual information:

**I can identify a range of methods for presenting factual information:**

- a. Very clear opening
- b. Pictures / illustrations
- c. Graphs and diagrams
- d. Use of different media
- e. Layout devices, such as headings, sub-headings, columns, bullets, tables
- f. Grabs readers' interest
- g. Use of comments or questions to draw in reader
- h. Formal or informal language
- i. Straightforward and easy to use or read
- j. Select facts from a range of sources

**I can use a range of methods for presenting factual information (Sp & L):**

- a. Very clear opening
- b. Pictures / illustrations / graphs / tables / diagrams
- c. Use of different media
- d. Logical presentation
- e. Appropriate formal or informal language
- f. Grabs listeners' interest?
- g. Use of comments or questions to draw in listener
- h. Straightforward and easy to understand?
- i. Select facts from a range of sources

**I can use punctuation effectively:**

- a. Use a colon to introduce a list and bullet point the list
- b. Write two independent sentences and join them using a semi colon
- c. Write sentences using commas to terminate fronted adverbials, clarify, meaning and avoid ambiguity
- d. Use brackets or a dash to indicate parenthesis / additional information
- e. Experiment with sentences using hyphens to avoid ambiguity e.g. man eating shark versus man-eating shark
- f. Re-read and check my work as I am writing and edit / improve where appropriate

**I can use a range of methods for presenting factual information (composition):**

- a. Very clear opening
- b. Pictures / illustrations
- c. Graphs and diagrams
- d. Use of different media
- e. Logical and easy to use or read layout devices, such as headings, sub-headings, columns, bullets, tables
- f. Grabs readers' interest?
- g. Use of comments or question to draw in reader
- h. Appropriate formal or informal language
- i. Select facts from a range of sources
- j. Checking, editing, improving

**ENGLISH – SPaG**

Identify and analyse word classes.

Apply knowledge through writing grammatically accurate sentences and engaging and effective extended pieces of writing.

- a. Using expanded noun phrases to explain complicated information concisely
- b. Using relative clauses beginning with *who*, *which*, *where* and *then*
- c. Using relative pronouns

**MATHEMATICS**

- a. Using common factors to simplify fractions; use common multiples to express fractions in the same denomination
- b. Compare and order fractions, including fractions less than 1
- c. Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- d. Multiply simple pairs of proper fractions – writing the answer in its simplest form
- e. Divide proper fractions by whole numbers and calculate decimal fraction equivalents
- f. Recall and use equivalences between fractions, decimals and percentages
- g. Calculating fractions and percentages of whole and decimal numbers to 2 decimal places

**Key Stage 3 POS**

- a. Interpret percentages and percentage changes as a fraction or a decimal, interpret these multiplicatively, express one quantity as a percentage of another, compare two quantities using percentages and then work with percentages greater than 100%
- b. Derive an apply formulae to calculate and solve problem involving perimeter and area of triangles, parallelograms and trapezia

- c. Calculate and solve problems involving perimeters of 2D shapes (including circles) areas of circles and composite shapes

## **SCIENCE**

### **Living things in their habitats**

- a. Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- b. Children should be introduced to the idea that broad groupings can be sub-divided
- c. Children should be able to classify animals into commonly found invertebrates and vertebrates, discussing reasons why living things are placed in one group and not another
- d. Give reasons for classifying plants and animals based on specific characteristics
- e. Working scientifically to use classification systems and keys to identify some animals and plants in the immediate environment
- f. Children will find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification

### **Art & Design: No Art & Design**

### **Computing**

- a. use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- b. select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- c. use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

### **Film Unit**

- a. develop the film making skills of: camera work, directing, editing, sound effects, image sequencing and manipulation
- b. use the software U-Lead to edit their films
- c. importing sound effects from other media and the Internet

### **Design & Technology**

- a. To select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- b. To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities
- c. To apply their understanding of how to strengthen, stiffen and reinforce more complex structures  
Building Tudor homes using wood and card after carrying out extensive research in to the design and style of Tudor houses. Use a variety of tools, materials and joining techniques to construct their model.

**Languages (KS2) Spanish**

- a. Building on everyday conversational vocabulary.
- b. Pronunciation and speaking skills.
- c. Practicing using present tense regular verbs and using these to write longer sentences
- d. Developing vocabulary with descriptive language such as adjectives

**Geography:****Location Knowledge**

- a. locate the world's countries, using maps to focus on Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

**Human and physical geography**

Describe and understand key aspects of:

- b. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- c. human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

**Geographical skills and fieldwork**

- d. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

**History: No History****Music**

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- a. play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- b. improvise and compose music for a range of purposes using the inter-related dimensions of music
- c. listen with attention to detail and recall sounds with increasing aural memory
- d. use and understand staff and other musical notations
- e. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- f. develop an understanding of the history of music.

Continue to learn to play the recorder

**Physical Education**

**Using the Real PE Programme**

- a. Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- b. use running, jumping, throwing and catching in isolation and in combination
- c. play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- d. develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- e. take part in outdoor and adventurous activity challenges both individually and within a team
- f. compare their performances with previous ones and demonstrate improvement to achieve their personal best.

**RE** (Locally Agreed Syllabus)

**Using the Discovery RE Programme**

Topics explored are:

Is anything ever eternal?

Funeral and mourning rituals and death.

**PHSE** (non-statutory)

Dreams and Goals (Jigsaw)

I can describe some ways in which I can work with other people to help make the world a better place. I can identify why I am motivated to do this.

**Notes:**